

Challenging higher education

CGHE 2019 ANNUAL CONFERENCE - PROGRAMME

Wednesday 3 April 2019, Jeffery Hall, UCL Institute of Education, London

8.30-9.10	Registration and refreshments
9.10-9.30	Welcome and introduction Professor Simon Marginson, CGHE Director
Keynote 1 9.30-11.00	The Burton R. Clark lecture on higher education UNIVERSITY GOVERNANCE AND ACADEMIC WORK: THE 'BUSINESS MODEL' AND ITS IMPACT ON INNOVATION AND CREATIVITY Professor Michael Shattock, Visiting Professor at UCL Institute of Education Chair: Professor Simon Marginson, CGHE Director
11.00-11.15	Short refreshment break
Panel 11.15-12.30	BREXIT, UK AND WORLDWIDE HIGHER EDUCATION Lucy Shackleton, Head of International Engagement, Universities UK Dr Ludovic Highman, QS David Palfreyman, Bursar and Fellow, New College, University of Oxford Nick Hillman, Director of HEPI Chair: Professor Ellen Hazelkorn, CGHE Co-Investigator
12.30-13.15	Lunch break
Keynote 2 13.15-14.15	ON A LEARNING CURVE: NEW REALITIES FOR HIGHER EDUCATION IN A CHANGING GLOBAL CONTEXT Professor Marijk van der Wende, Professor of Higher Education at Utrecht University Chair: Professor Tristan McCowan, CGHE Deputy Director

Parallel sessions	The public good role of higher education Jeffery Hall	Graduates, skills and careers Elvin Hall	Between the global, regional, national and local Nunn Hall
14.15-14.45	Inward international students in China and their implications for global common goods Lin Tian, CGHE Research Associate Nian Cai Liu, CGHE Co-Investigator	Pulling apart? Demand for cognitive skills and changes in graduate earnings inequality: Evidence from across Europe in the 21st century Golo Henseke, CGHE Research Associate Francis Green, CGHE Co-Investigator	Recent trends in UK university-industry research cooperation: torn between 'localisation' and 'globalisation'? Robert Tijssen, CGHE Co-Investigator Alfredo Yegros, CGHE Research Associate Wouter van de Klippe, CGHE Research Associate
14.45-15.15	What are public goods of Japan's higher education? Futao Huang, CGHE Co-Investigator Kiyomi Horiuchi, CGHE Research Associate	Do you hear what graduates are saying? A study of job searches and career development of Chinese graduates from UK universities Ka Ho Mok, CGHE Co-Investigator	Brexit, emotions and identity dynamics in Higher Education Vassiliki Papatsiba, CGHE Co-Investigator Simon Marginson, CGHE Director
15.15-15.30	Short refreshment break		
Parallel sessions	The evolution of higher education sectors Jeffery Hall	Participation, financing and equity Elvin Hall	Governance, management and academic work in a more unstable environment Nunn Hall
15.30-16.00	Three stories of differentiation and the quest for a balanced higher education system Vincent Carpentier, CGHE Co-Investigator	'First in the family' university graduates in England Morgan Henderson, CGHE Co-Investigator Nikki Shure, CGHE Co-Investigator Anna Adamecz-Volgyi, Budapest Institute	Negotiated local orders: A cross-national comparison of university governance and leadership Jurgen Enders, CGHE Co-Investigator Aniko Horvath, CGHE Research Associate Michael Shattock, CGHE Co-Investigator
16.00-16.30	Market exit: The implications for public and private higher education in the UK Stephen Hunt, CGHE Research Associate Vikki Boliver, CGHE Co-Investigator	Student loan repayment and the consequences of borrowing among United States college students Stephen L. DesJardins, CGHE Co-Investigator KC Deane, CGHE Research Associate	A delicate balance: Optimising individual aspirations and institutional missions in higher education Celia Whitchurch, CGHE Co-Investigator Giulio Marini, CGHE Research Associate
Keynote 3 16.30-17.30	TRANSFORMING UNIVERSITY TEACHING Professor Paul Ashwin, CGHE Co-Investigator Chair: Professor Claire Callender, CGHE Deputy Director		
17.30-17.40	Close of conference Professor Simon Marginson, CGHE Director		

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CGHE 2019 ANNUAL CONFERENCE - KEYNOTES

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2019 Burton R Clark lecture on higher education

UNIVERSITY GOVERNANCE AND ACADEMIC WORK: THE 'BUSINESS MODEL' AND ITS IMPACT ON INNOVATION AND CREATIVITY

Professor Michael Shattock

Public policy towards higher education lays great stress on the importance of innovation and creativity to the nation's economic and social future. The Lecture will examine how far this is reflected in changes in university governance and the governance of the system in contemporary UK higher education and in the relationship between governance, academic performance and the nature of academic work. It will draw on a large scale study of the governance of higher education conducted under the auspices of the Centre for Global Higher Education.

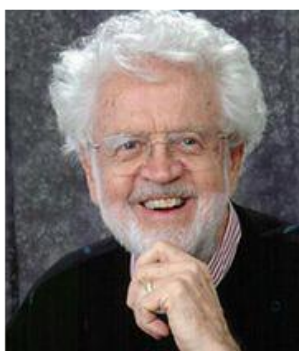


Michael Shattock is a Co-Investigator on CGHE's global higher education engagement research programme.

Michael is a Visiting Professor at UCL Institute of Education, and the former Registrar of Warwick University. He is the founder of UCL Institute of Education's MBA in Higher Education Management.

About the Burton R. Clark lecture on higher education

The annual Burton R. Clark lecture on higher education has been established by the UCL Institute of Education on the basis of a generous donation by Adele Clark, widow of the late Burton R. ('Bob') Clark (1921-2009).



Bob Clark was the United States' leading scholar in the field of higher education studies and a notable contributor to the comparative understanding of higher education. After completing a PhD in sociology at the University of California, Los Angeles (UCLA) in 1954, he taught at Stanford University (sociology, 1953-1956), Harvard University (education, 1956-1958), UC Berkeley (education, 1958-1966), and Yale (sociology, 1966-1980), where he served as chair, returning to UCLA as the Allan M. Cartter Professor of Higher Education in 1980. Bob Clark's ideas continue to shape the outlook of students and university leaders across the world. His principal works include *The Higher Education System* (1983) and *Creating Entrepreneurial Universities* (1998).

ON A LEARNING CURVE: NEW REALITIES FOR HIGHER EDUCATION IN A CHANGING GLOBAL CONTEXT

Professor Marijk van der Wende

“Global higher education” may be a popular concept, but neither a global system of higher education, or global governance has actually emerged. A global quasi market perhaps, but without clear rules or regulator, and vulnerable to new national(istic) politics inhibiting the free movement of students, scholars, data, etc.

Favourable times for internationalisation of HE were characterised by multilateral economic politics, regional integration, the knowledge economy paradigm, and the liberal values of an open society. But in what context do we see our next phase? What will Brexit imply for European cooperation, what will China’s New Silk Road bring to it and how will this affect the role of the US on the global scene?

International cooperation in HE has always been affected by geo-political trends and events – for better or for worse. But how should we deal with the new realities when/if HE and R&D become involved in geo-strategic aims? We’re all on a learning curve. What lessons can be learned from the past?



Marijk van der Wende is Distinguished Professor of Higher Education at Utrecht University’s Faculty of Law, Economics and Governance.

Marijk’s research focuses on the impact of globalisation and internationalisation on higher education. She has published widely on the impact of these processes on higher education systems, institutions, curricula, and teaching and learning arrangements. She is also an affiliate faculty and research associate at the Center for Studies in Higher Education (CSHE) at the University of California Berkeley and a member of the Academia Europaea (the Academy of Europe).

TRANSFORMING UNIVERSITY TEACHING

Professor Paul Ashwin

There are fierce debates about the purpose and quality of university teaching in the UK and internationally. This keynote will examine the two senses of transforming university teaching: how university teaching can be transformational for students and how we might need to transform it for this to happen. Professor Ashwin will argue that the current focus in the UK and internationally on teaching excellence does not provide a supportive context for either of these senses of transformation to be realised. Drawing on a range of evidence, including from CGHE projects, he will set out an alternative vision for university teaching that is centred on the ways in which students are transformed by their engagement with disciplinary and professional knowledge.



Paul Ashwin is a Co-Investigator on CGHE’s global higher education engagement research programme and leads CGHE’s local higher education engagement research programme.

Paul is Professor of Higher Education in the Department of Educational Research at Lancaster University. His research interests are focused on the relations between teaching-learning and knowledge-curriculum practices in higher education. He is also interested in the relations between these practices and higher education policies as well as the relations between theories and methods in research into higher education.